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ABSTRACT

This report describes the impact of a professional development workshop, Five Keys to Successfully Managing Classrooms, designed to help teachers work with at-risk students and better manage problem behaviors in the classroom. The activity was led by an interdisciplinary team of experts in psychology, instructional leadership, and criminal justice who introduced techniques and practices to facilitate improved classroom management. The workshops involved assessing current needs and connecting to technology; communicating to enhance classroom climate and student success; identifying and intervening with substance abuse, domestic violence, gangs, and other disruptive events; maximizing classroom effectiveness through procedures and routines to increase motivation and achievement; and reviewing successes and sustaining gains. Approximately 60 elementary teachers, teacher aides, and administrators from 4 Arizona schools participated in the workshops, which were delivered in 2 half-day segments, approximately 1 month apart. Data from participant interviews, reports, and feedback indicated that participants considered the training beneficial and felt more confident and capable of managing problem behaviors and utilizing effective strategies after the workshop. However, even after the training, teachers still needed additional assistance in utilizing community resources to handle such issues as gang involvement and substance abuse. A complete description of the workshops is appended. (Contains 30 references.) (SM)

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Psychologists in Partnership With Criminal Justice in American Public Schools: A Match Made in Heaven of a Marriage from Hell?

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Psychologists in Partnership With Criminal Justice in American Public Schools: A Match Made in Heaven of a Marriage from Hell?

Background

The Arizona K-12 Center was funded by the state legislature to serve as a clearinghouse of best practices and training opportunities for Arizona public schools. One feature available through the center was a series of pre-approved professional development activities. Schools or districts could apply for grants to cover the cost of these in-service training workshops through the center. Providers applied and were approved through a competitive peer-review process. This report describes the impact of one such professional development workshop activity available through the center. The workshops were delivered by an interdisciplinary team of university faculty members from the fields of psychology, instructional leadership and criminal justice. The purpose of the activity was to assist teachers in working with at-risk students and in better managing problem behaviors in their classrooms. See Appendix A for a complete description of the workshops.

One elementary (K-8) district in southwestern Arizona and one elementary school in the Tucson metropolitan area applied for and were recipients of funding for the workshops. The workshops were delivered in two half-day segments, approximately one month apart, to each of the recipients. ain-services occurred from March to June. Approximately forty-five teachers, teacher-aides and administrators from three schools in the district in Soutwestern Arizona. Approximately 15 teachers and one principal attended both sessions for the elementary school in the Tucson metropolitan area.

Outcomes

Expected outcomes of the workshops were safer, more comfortable and more effectively managed classrooms with fewer discipline referrals and fewer classroom interruptions due to disciplinary issues. In order to evaluate the effectiveness of the training, several data points were requested and triangulated.

First, administrators were interviewed and asked to refer to their records of discipline actions throughout the semesters prior to, during and following completion of the professional development activity. Administrators at schools whose teachers participated in the training reported improvements in overall school discipline. Next, as part of the workshop assignments, teachers were asked to track the number of interruptions due to discipline on record forms provided by the presenters. According to the data returned by teachers, interruptions were minimal and causes of interruptions were minor (ie..cutting in line, pencil-tapping or inattentiveness.) Peer observation checklists assessing communication skills were completed during the series to track progress. These showed adequately developed skills. Comments from participants on a web discussion group indicated they found the training valuable.

Each school's site administrator(s) were asked to provide their attendance records and state-required indicators of student mastery of district curriculum objectives to the presenters for the semesters prior to, during and after the workshops. As of this time, that data is not available. Feedback on workshop utility was collected throughout the program. Participants consistently reported positive experiences, noting a variety of ideas

and procedures they could take directly to their classes and utilize immediately. In addition, the discussions that arose from the workshops assisted faculty and administrators in focusing on school-wide goals for the coming year and seeking out additional training in particular areas. At Ironwood, for example, schoolwide use of classroom meetings became a goal for the following year. At the conclusion of each workshop, participants also completed a structured feedback form assessing the level of confidence they had concerning their ability to implement the material presented into their classrooms on a daily basis. These were compared to their pre-test scores on the same instrument, completed before attending the workshops The results of this assessment are presented in the tables on the following pages.

Discussion and Critique

The data seems to support that the training was perceived as beneficial by the teachers who participated in the professional development activity. Administrators and teachers alike reported feeling more confidant and capable of managing problem behaviors and utilizing effective strategies. It is worth noting that, even after the training, teachers still seemed to need additional assistance in utilizing community resources to deal with issues such as gang involvement and substance abuse.

A few difficulties with the data reported here are worth noting. First, although research supports that teacher behaviors may have a limited correlation to efficacy, empirical verification of effectiveness is beyond the scope of this activity. Such studies require time and resources well beyond what was funded for this activity, and would likely be seen as too invasive to complete in a public school setting. In addition, not all participants completed requested measures. For example, although more than 65 school employees

participated in one or both training sessions, only 40 pre- and post-tests were available for comparison as not all participants correctly completed both measures. The "homework" given to teachers to observe each other and to participate in an electronic discussion group was completed by only 20 of the participants. Only 10 participants submitted the required behavior tracking forms. Thus, the data is incomplete. Due to the already excessive workload of public school employees, to a lack of uniform technical and computer resources in Arizona public schools and to the lack of widespread "buy-in" on the part of public educators to empirical data collection, such problems are also likely to characterize projects of this nature in the future.

Of more interest, perhaps, is the various relationships among the goals and methods of psychologists, educators and those in criminal justice. There is an increasing trend to connect criminal justice agencies to the schools. Officers are commonly on campus. Probation officers and teachers have increasing contact. Psychologists may often

Table 1

Descriptive statistics from classroom management pre- and post-tests reported on a 7-point Likert-type Scale on which 1 indicates almost always and 7 indicates never

	Pre-Test			Post-Test		
Question	Mean	Median	Mode	Mean	Median	Mode
I follow established procedures and routines	1.75	1	1	1.53	1	1
I discuss rules and consequences	1.48	1	1	1.25	1	1
I have students document their understanding of and commitment to rules	4.46	4	6	2.85	2	1
Parents are aware of rules and consequences	2.18	2	1	1.67	1	1
I am capable of main-						

taining appropriate student behavior	1.69	2	1	2.00	2	2
I understand what is needed for behavior management	2.00	2	2	1.69	2	2
I communicate clearly and effectively	1.62	1	2	1.81	2	2
I understand how students perceive my directions	2.35	2	2	2.05	2	2
I have and express clear expectations for students	1.55	1	1	1.47	1	1
I understand how differences in gender , culture & class influence communication	2.15	2	2	1.95	2	1
I am aware of how nonverbal cues influence communication	1.85	2	2	1.50	1	1
I use nonverbal communication effectively	2.15	2	2	1.72	2	2
I recognize indicators of substance abuse	4.03	4	4	2.97	2	2
I utilize community Resources to assist with substance abuse	5.08	6	6	3.42	3	3
I recognize indicators of gang involvement	3.92	4	4	3.50	4	2
I utilize community resources for gang involvement	5.08	6	6	3.83	3	6

Table 2

Descriptive statistics from classroom management pre- and post-tests reported on a 7-point Likert-type Scale on which 1 indicates almost always and 7 indicates never

	Pre-Test			Post-Test		
Question	Mean	Median	Mode	Mean	Median	Mode
I recognize indicators of domestic violence	3.75	4	4	2.92	2	2
I utilize community resources to assist w/ domestic violence	4.44	5	6	3.19	2	2
I consistently motivate students to succeed	1.41	1	1	1.49	1	1
I understand theories						

influencing motivation	3.44	3	3	2.30	2	2
I have effective presentation skills	2.03	2	2	1.62	1	1
I utilize a variety of presenting techniques	2.28	2	2	1.89	2	1
Students exhibit few problem behaviors in my presence	2.87	2	2	2.19	2	2
I can develop effective motivational plans	2.92	3	2	2.08	2	2
I effectively use cooperative grouping	3.13	3	2	2.25	1	2
I recognize frustration & modify accordingly	2.59	2	1	1.58	1	1
I effectively use classroom meetings	4.23	4	6	2.86	3	2
I use journals and projects effectively	3.95	3	3	3.11	3	2
I utilize electronic communication with students effectively	5.25	6	7	4.34	4	7
I have great rapport with students	1.74	2	2	1.50	1	1

find themselves in an awkward position when negotiating these partnerships, as the needs of the child are considered in relationship to ethical requirements, school regulations, laws relating to reporting abuse and illegal activities, and other areas. Another concern is the tendency of the increasing interaction with CJ agencies to cause teachers to "criminalize" students and bring about self-fulfilling prophecy effects. This data clearly shows that many teachers are unfamiliar with information and practices related to criminal justice agencies, but the question arises as to whether this is a condition that it would be in the best interest of public school students for us to change. As those who work in forensic psychology, we need to develop a keen awareness of the relationships

among schools and agencies, and be sensitive to when such relationships are--and are not--advantageous to students. Unless attended to carefully, the relationships among school psychologists, educators, criminal justice authorities, forensic psychologists and researchers can certainly become fraught with potential dangers to children and adolescents.

Appendix A

Complete Description of the Professional Development Activity

Arizona K-12 Center

Pre-Approved Professional Development Activities

Application Form

Provider Information

Name of Provider: Starr Educators
Contact Name: Skip Little
Address: 11881 S. Fortuna Road #442
Yuma, AZ 85367
Phone: 520-345-0950 Fax: 520-345-0960 E-mail: starrybeach@webtv.net

Professional Development Activity (PDA) Information

Name of PDA: Maintaining Order: Five Keys to Successfully Managing Classrooms
Target Audience: Public School staff, teachers, administrators and aides
Limitations of availability: None
Brief Description of PDA:

Improved classroom management results in improved student achievement. This workshop is designed to address what the public perceives as the two greatest problems facing public schools today: lack of discipline and substance

abuse. An interdisciplinary team of internationally recognized experts in psychology, instructional leadership and criminal justice will introduce teachers to techniques and practices to facilitate improved classroom management. All presenters have experience teaching web-based, technology-enhanced and interactive television courses to diverse populations throughout Arizona. Modeling of techniques to integrate technology in the classroom will be interwoven throughout the program. A series of on-site workshops will include empirically validated strategies to maximize student involvement, increase student motivation, develop effective classroom procedures, utilize community resources to support effective student discipline, improve classroom climate and intervene in problem behaviors. Participants will be supported in their use of the techniques they are trained in throughout the series of workshops and in following years via a web-based discussion group, and presenters will be available to consult, answer questions and assist with future needs. These integrated workshops will include formative and summative evaluations at each session. In addition, interviews with school administrators, counselors, psychologists and/or resource officers before the series begins will allow presenters to tailor the sessions to the specific needs of the school. Exit interviews with these personnel after the conclusion of the spring semester will become one source of data to evaluate the program's success. Discipline referrals, attendance, achievement, student attitudes and teacher attitudes will also be tracked and analyzed to assess success.

Maintaining Order: Five Keys to Successfully Managing the Classroom

Abstract/Program Summary An interdisciplinary team of experts (see vitas and methods of delivery section for details) in educational psychology, instructional leadership and criminal justice will introduce teachers to empirically supported practices for improving classroom management. Participants will be provided with strategies for improving discipline and for monitoring success during a series of five integrated workshops. Participants will be allowed sufficient time to practice these strategies in a supportive, web-based environment where feedback will be quickly and readily available as they complete a series of structured assignments after each workshop (see content section for details). Districts will be assisted in developing sustainability plans for future years. Workshop topics will be:

1) Assessing current needs and connecting to technology; 2) Communicating to enhance classroom climate and student success; 3) Identifying and intervening with substance abuse, domestic violence, gang activities and other disruptive events; 4) Maximizing classroom effectiveness through procedures and routines to increase motivation and

achievement, and 5) Reviewing successes and sustaining gains. At each workshop, tailored to school needs based on on-going formative and summative evaluations, participants will be trained in useful techniques and a system for monitoring progress. Workshops 1 & 5 will be delivered as two-hour sessions. Workshop 2 -4 will be delivered as either 3 two-hour sessions or one full-day session. As all presenters have extensive experience teaching web-based, technology-enhanced and interactive television courses to diverse populations throughout Arizona, modeling of techniques to integrate technology into the classroom and teach diverse and ESL populations will be included. Participants will have continuing interaction and consultation with presenters and peers on classroom management issues via a web-based discussion group.

Proposed Activities **Outcomes:** As a result of this professional development activity, teachers will create safer, more productive and more effective classrooms. This will be evidenced by fewer discipline referrals, fewer interruptions due to disciplinary issues and improved attendance. Administrators, school resource officers, counselors and other personnel will also note fewer discipline infractions as documented by structured interviews completed and after the series of workshops are presented.

Content: Improved discipline results in improved student achievement (Pierce, 1994). This series of workshops incorporates the best practices for classroom management established by empirical research in education and psychology and presents these in a manner which facilitates the development of mentoring networks, encourages community resource use and allows for sustained practice in Arizona's public schools. The content of this professional development activity focuses on providing all teachers with the "management tools of the experts" through a series of five integrated mini-workshops,

each of which includes proven strategies for effective classroom management. The content of each of the workshops is briefly summarized below.

1. *Assessing current needs and connecting to technology.* This introductory workshop will include individual and group pre-assessment activities. Participants will also be introduced to the electronic forum that will be utilized for communicating throughout the duration of the project and brainstorm methods of utilizing computer technology in their classrooms. Issues impacting student success and achievement will be addressed in terms of classroom management, classroom climate and school safety.

2) *Effectively communicating to enhance student success.* This workshop will summarize research in psychology on effective communication pertinent to education. Both verbal and non-verbal forms of communication will be addressed. Topics will include assertiveness training, perspective taking, questioning and paraphrasing. Role-plays, case studies and other activities will be utilized to assist teachers in improving their skills at expressing clear expectations, providing clear directions and offering useful feedback in a manner appropriate for student developmental level. Novice teachers will be paired with more experienced colleagues and given the assignment of observing in each other's classrooms while completing checklists on verbal and non-verbal communication skills observed. These will be discussed within the dyad and submitted via e-mail for critique. A summary of the observations and the learning related to personal communication styles will be posted on the wed-based discussion group for comments. In addition, a variety of strategies that have been demonstrated to improve classroom climate and assist teachers in developing rapport with students will be presented. These will include: classroom

meetings, individualized project-based instruction, conferencing, cooperative grouping strategies to assist in classroom management, electronic communication with students, techniques for improving the physical environment of classrooms and personal journals. Participants will submit videotapes of these activities with their students. Students will discuss experiences with classroom meetings and other strategies via the electronic discussion group.

3) *Identifying and appropriately intervening with substance abuse, domestic violence, gang activities and other disruptive events and networking with community agencies.* This workshop will address gang, abuse and domestic problem identification signs from criminal justice literature and feature a guest speaker from the local community agency (Juvenile Probation, local Police Department, Child Protective Services, DES, Excel, etc..) most appropriate to the needs of the school as determined by the interviews conducted with administrators, counselors and nurses prior to beginning the series. Students will then have the assignment of making contact with individuals at other social service and criminal justice agencies in their areas and compiling lists of resources available from the agencies.

4) *Maximizing classroom effectiveness through procedures and routines to increase motivation.* What most classroom teachers perceive as lack of discipline is actually a lack of student engagement in appropriate procedures and routines. This workshop will assist participants to develop effective procedures and routines for their classrooms. A variety of management models will be demonstrated. Through simulation exercises, each participant will be prepared to write a Personal Action Plan that includes rules, logical

consequences and implementation strategies for effective classroom procedures to increase student involvement and minimize discipline problems. These assignments will be submitted via e-mail after the session for critique. Finalized plans will then be posted in the web-based discussion group and implemented in classrooms. This workshop will also develop the participants' understanding of need theories and of models to enhance student motivation and achievement. Participants will create plans to improve the intrinsic motivation of their students, and will participate in simulations and role-plays that help them understand and create classrooms that enhance learning and minimize problem behaviors. Participants will learn to use research-validated motivational techniques, presentation skills and questioning skills which improve student learning and classroom management. After the workshop, participants will develop personal motivational strategy plans for their classrooms. The plans will then be critiqued, implemented, and results will be discussed on-line.

5) *Reviewing successes and sustaining gains.* This summary workshop will enable participants to process the changes they have observed from using the techniques presented in previous sessions. It will also bridge schools into the customized sustainability plans developed throughout the workshop cycle to enable ongoing success.

Methods of Delivery: The strategies used to deliver these workshops will integrate technology into teaching through e-mail conferencing, web-based discussions and videotapes of lessons. The mode of delivery and follow-up methods utilized by the presenters in this professional development activity thus integrate technology and model its effective use. The on-site workshops will be tailored to school needs based on pre-program interviews with school administrators, counselors and/or resource officers and on-going formative and summative assessments. This information will be used to develop

PowerPoint presentations used in a series of interactive presentations and activities delivered on-site, followed by assignments completed after the workshops. A with-in school mentoring network to assist beginning teachers will be established, and strong connections with local resource agencies such as juvenile probation, child protective services, DES and other relevant entities will be developed. These connections will continue after the workshops have ended. In addition, the presenters, as state university employees, will continue to be available as part of their service responsibilities to partner with the schools as needed to sustain the long-term success of the project. Although the workshops will be focused on management, new methods of teaching, including cooperative learning, electronic discussion forums, journal techniques and Socratic questioning, will be introduced as examples of the activities which work for students in effectively managed classrooms. All presenters will deliver the first and last workshops. The second, third and fourth workshops will be delivered by Dr. Sherri McCarthy-Tucker, Dr. Tom Waters and Dr. Skip Little, respectively. Skip has been a classroom teacher, guidance counselor and administrator at public inner-city schools in New York City and rural schools in Florida. He has taught in university teacher preparation programs in Florida, Georgia and Arizona since 1974. He has presented at many conferences as well as to the U.S. Department of Education on successful strategies for working with at-risk youth. Sherri has worked in teacher preparation programs for the past decade and authored articles on teaching strategies, diversity, and offender rehabilitation. She has several years teaching experience in Arizona and Hawaii, grades K-12, with gifted, special education and ESL students. Tom Waters has a background in criminal justice and counseling. Presenters are faculty members at Northern Arizona University-Yuma, and have had extensive experience utilizing technology.

Contribution to improvement of classroom quality: As noted above, and documented in the section below on "best practices," well-managed classrooms are critical to student success. A high-quality classroom is a classroom where efficient, well-established procedures enable teachers and students to develop rapport, communicate clearly, and become motivated to succeed. Providing tools to teachers, tailored to their school environments, will allow them to create such classrooms.

Fit: The content of the workshop will allow teachers to learn, practice and apply strategies to maintain order and discipline in their classrooms. In addition, it will demonstrate the integration educational technology, address the needs of students with disabilities, model new methods of teaching and, in that classroom management and achievement are inextricably tied, assist teachers in implementing performance standards.

Relationship to Standards: None of the standards can be adequately addressed in a classroom unless effective discipline and management strategies are first established; thus, the workshops truly address all of the standards. More specifically, though, all items in Standard 2 and Standard 5 are addressed in depth, and items 1, 2, and 7 –15 of Standard 3, items 3 – 5 of Standard 4, and item 1 of Standard 6 are also covered.

Target audiences **Audience types**: This activity is designed for teachers. It is appropriate for K-12 settings. Presenters will adapt information, examples and activities to elementary, middle school or secondary audiences, and/or specific content areas as appropriate. Administrators, counselors, paraprofessionals and parents would be encouraged to attend.

Geographic and time limitations: Available throughout Arizona, year-round.

Maximum and minimum number: Up to 75 participants per workshop.

Time requirements Five two-hour sessions or two five hour sessions, with a minimum of one month between each session.

Best Practices Evidence and References As many educators and educational psychologists have documented, classroom management is of great importance to successful teaching (Zabel & Zabel, 1996). Motivation and management can be especially troubling for novice teachers, though it remains an issue for seasoned professionals, as well. Not only teachers find this topic important. Parents and the public at large have consistently cited "lack of proper discipline" as the number one problem facing public schools. "Student drug use" is the second most commonly cited problem (Elam, Rose & Gallup, 1991). Mentoring and availability of assistance are critical to developing skills in novice teachers (Wong, Sterling & Rowland, 1999). Teaching management strategies within a mentoring framework while monitoring and consulting with teachers as they practice positively impacts achievement.

Studies have demonstrated that strategies for managing classrooms, communicating clear directions and motivating students are often lacking in teachers (Berliner, 1982; 1990; Brophy, 1981). Empirical research shows that beginning teachers and less successful teachers communicate differently with students and utilize different discipline strategies in the classroom than do effective, experienced teachers (Newby, 1991). The content of the workshops will address these differences and cover empirically validated techniques and routines for maximizing student learning and improving communication,

including use of feedback and clarity of directions. Strategies are derived from the research and work of Brophy & Good (1986) and Hinely & Ponder (1981). The work of Emmer (1984; 1986) and Rademacher, Callahan & Pederson-Seelye (1998) is also a foundation for the information presented. The content specifically addresses communication skills. Apprehension based on means by which information is communicated to students can impact their achievement (McCrosky & Anderson, 1976). Proven nonverbal and verbal communication techniques to make communication less threatening to students (see Berlo, 1960; Fitzpatrick, 1987; Fletcher & Fitness, 1990; Hall, 1990; McCrosky & Beatty, 1986; Davis & Franzoi, 1986; McKay, Davis & Fanning, 1995; Verdeber & Verdeber, 1995) will be presented. Type and amount of feedback influences student learning (Butler & Winne, 1995). This dimension will also be addressed. The workshops also address issues of community networking and utilization of electronic technology in teaching. Although little empirical data is available concerning impact on student achievement, this is important information to help teachers and schools access available local resources and sustain these over time. The fourth workshop addresses developing rapport and motivating students. Cultural sensitivity is an important dimension of establishing rapport and developing understanding (Pena, 1997). Strategies used and responded to by males and females may differ somewhat (Block, 1973; Tannen, 1990). Cultural and gender dimensions relevant to establishing rapport with students will inform the practices modeled, as will the counseling and communication research cited previously. Motivation is also critical in student engagement (Mizelle, 1993). Motivation strategies which have proved successful (Chushka, 1995; Mizelle, 1993 and Nichols & Utesch, 1998) will be included.

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Sustainability Schools who have participated in the project will continue as active participants in the Virtual Conference Center, where staff and teachers can dialogue with peers in other Arizona schools who have received the training and continue receiving advice from the providers and other university faculty as needed. New teachers will also

be welcomed into the discussion and have access to information. In addition, presenters will allow districts to videotape training sessions for use in new-teacher induction programs and the trainers will work with grant organizers at the district level to develop a plan of action for sustainability. Action plans may include development of customized grants, on-going consultation, technical assistance, referral to other agencies and additional training.

Evaluation plan/Measurable outcomes Expected outcomes are safer, more comfortable and more effectively managed classrooms with fewer discipline referrals, fewer interruptions due to disciplinary issues and improved attendance. These indicators will be evaluated as follows: (a) Teachers/ administrators will be asked to provide their records of discipline referrals and student attendance throughout the semesters prior to, during and following completion of the professional development activity. This will be collected by providers after each workshop series. These records will be analyzed to determine whether referrals decreased and attendance increased once strategies were implemented. This analysis will be included in a report provided to the center at the end of the funding cycle. (b) As part of the workshops, teachers will be tracking the number of interruptions due to discipline on record forms provided by the presenters. This data will be evaluated on a case-by-case basis for decline in frequency of interruptions due to discipline issues. (c) Each school's site administrator(s) will be asked to provide their state-required indicators of student mastery of district curriculum objectives to the presenters for the semesters prior to, during and after the workshops. Student mastery will be compared, via appropriate statistical procedures, to evaluate program success.(d) Structured interviews, including questions about student demographics, community crime rates, modal discipline referrals, typical classroom management problems experienced by teachers and

related areas, will be conducted with school administrators, counselors, psychologists, resource officers and/or other relevant personnel before and after the program is delivered. These transcripts will serve as qualitative evidence of success.(e) Formative and summative evaluations and feedback from participants on workshop utility will be collected throughout the program. In addition to the interviews referred to above, participants will complete criterion-based assessments on the content to be delivered prior to the beginning of each of the interactive workshops. After the workshops, post-assessments will be completed. At the conclusion of each workshop, participants will also complete a structured feedback form assessing the level of confidence they have concerning their ability to implement the material presented into their classrooms on a daily basis. After the workshop series is completed, teachers will complete a structured feedback form assessing level of self-efficacy at incorporating all the techniques and strategies into their classrooms on a daily basis.(f) Peer observation checklists completed during and after the series will be used to track progress. The videotaped lesson segments will also provide evidence of teachers' use of the strategies presented and their effectiveness in the classroom.